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ABSTRACT

This practicum report describes a primary school teacher's use of peer tutoring as a form of individualized instruction for at-risk students in a regular classroom. Targeted students were four 2nd graders and four 3rd graders who did not produce the quantity of work required but scored too high on psychological tests for placement in special programs. These students also scored below the 35th percentile in reading on the California Test of Basic Skills. Peer tutors were selected, trained, and supplied with a variety of tutoring materials. Students were pretested with a measure from the Basal Reading Magazine. Learning activites, such as working in matched pairs on daily assignments and applying critical thinking skills to reading activities, were implemented. Students studied reading with peer tutors 30 minutes each day for 12 weeks. When the students were posttested with the pretest measure, they scored between 95 and 100 percent on the posttest. Appendices provide related material, such as a student attitude survey and three brief tests of basic reading skills. Twenty-eight references are listed. (RH)

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USING PEER TUTORING AS A FORM OF INDIVIDUALIZED INSTRUCTION FOR THE AT RISK STUDENTS IN A REGULAR CLASSROOM

by
DELORIS BOWERS

A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, and out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Delora E. Bowers

Abstract

Using Peer Tutoring As a Form of Individ lized Instruction For The At Risk Students In A Regular Classroom.
Bowers, Deloris E., 1991: Practicum Report, Nova University, Center for the Advancement of Education.
Descriptors: Elementary Education Grade-2 Grade-5 Grade-3 Academic Achievement - Achievement Gain - Peer Teaching - Self Esteem - Educational Games - Small Group Instruction - Peer Motivation - Tutoring - Tutorial Program - Cross Age Teaching - Underachievement - Cooperation - Training Methods - Reading Instruction.

This practicum report describes the use of peer tutoring as a form of individualized instruction for the at risk students in a regular classroom. The targeted students were four second graders and four third graders that scored below the 35 percentile on the California Test of Basic Skills in reading.

The objectives were to improve test scores; improve basic skills knowledge; and to increase the self-esteem of the target students by using peer tutoring. The aim for the strategy was to present techniques to improve the quantity of work submitted, to show greater increase in self-esteem, and to enhance academic awareness on the students part through working with positive role models. The target group was working under the supervision of peer tutors and the writer in the areas of reading thirty minutes a day for twelve weeks. At the end of the twelve weeks a test was given as a post-test to determine the gain made by these students and the target group scored from 95 percent to 100 percent on the test. (Appendices include: a checklist, a student survey, a test of basic reading skills and student test results).

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CHAPTER I

PURPOSE

The setting used for this practicum solution was an Elementary School in South Florida. The population for this study was forty five classroom teachers and an enrollment of 672 students of which eight were targeted for this study. There is a full time principal, assistant principal, one full time guidance counselor, a full time Media Specialist and a full time Primary Education Specialist.

The students were in grades Pre-Kindergarten through Fifth Grade with class sizes ranging from 20-30 students per class. The teacher-pupil ratio was twenty five to one.

The school where this practicum was implemented is located within the city limits. The children belong to families of both middle and low socio-economic status. Of the 672 students, forty-two percent are black, fifty-six are white and two percent are Hispanic. Bus transportation is provided for forty percent of the students.

The school's community is predominantly white middle class. Approximately seventy five percent of

the student body lives in the immediate community. Three hundred twenty eight students are actively participating in the free lunch program, of which 90 students are recipients of the reduced lunch program. There is an active parent-teacher organization with twelve members.

The writer is a female third grade instructor who earned a Bachelor of Science degree from Alabama State University and has taught in this school setting for twenty years.

The writer has served as a third grade teacher and chair-person at this school for a number of years, where the responsibilities go beyond just being a classroom teacher. Some of the responsibilities that were undertaken by this writer were as follows: assisting in establishing and implementing grade level objectives, assisting in developing a plan for the implementation and evaluation of these objectives, conducting grade level meetings and attending relevant school, district and professional meetings as necessary, assisting grade level teachers in the handling of day to day problems of instruction, acting as a resource person for teachers on curriculum questions, assist in identifying and utilizing

community resources for the grade level and assisting the administration in implementing all policies and/or rules governing students' lives and conduct and, for the classroom develop reasonable rules of classroom behavior and procedures and maintains order in the classroom.

The writer had observed over several years that many of the children served by the school, especially second and third graders, were considered at risk students, because these students did not produce the quantity of work that has been required of them and when being considered for placement in special programs, these students score too high on psychological testing to be placed. Yet, these students were not functioning at grade level in the regular classroom.

At least eighty percent of all second and third grade students should be able to master the basic academics with proper effective teaching. About fifteen to twenty percent of these students lack the knowledge and techniques for mastering the basic skills. These students did not produce the quantity of work that was required of them. Test results indicated that these students showed a lack of knowledge, understanding, and application. Further evidence of

the prevalence of this problem was found in anecdotal records, grade books of the teachers and the California Test of Basic Skills (CTBS) test results. The CTBS test results showed that out of ninety students that took the test in the spring, 54 percent of those third graders scored at or below the 35 percentile on that test. Test results also showed that out of ninety second graders that took the test, 42 percent scored at or below the 35 percentile in the area of reading. About 63 percent of those second and third graders received an unsatisfactory grade throughout the remainder of the school year and final grades did not improve for those students, according to a random sampling of students' records.

The writer recognized this problem since teachers constantly expressed the frustration of attempting to educate students who seem unwilling to put forth the effort necessary to demonstrate that learning has occurred. Not only were the teachers frustrated about a situation like this, but those students become frustrated when they realized they were not as productive as other students. Those students continue to be labeled for special education and/or as disruptive students. Because of the teacher-pupil

ratio, those students were not receiving the special help or techniques that could better the self-esteem and potential these students may have.

These objectives were developed primarily to determine the benefits of peer tutoring in the classroom. This flexible instructional tool can add measurably to motivation, self-concept, and achievement of students. The writer's objectives were as follows:

a) At the end of twelve weeks, 80 percent of the students in the target group will demonstrate 80 percent mastery on the Basal Reading Magazine test, administered as a pre and post test.

b) At the end of twelve weeks, the members of the target group will complete at least ninety percent of all required assignments given during the twelve weeks of implementation.

c) At the end of twelve weeks, 80 percent of the target group will demonstrate more positive attitudes toward learning and homework as evidenced by student survey, and test results improved by an average of one letter grade.

CHAPTER II

Research and Solution Strategy

Teachers continually search for better, more effective ways of helping at risk students to enhance learning in a regular classroom. The whole-class approach to instruction is found to be inadequate for meeting individual differences and needs in the classroom. No single method can be categorically labeled inappropriate. The challenge of individualizing instruction is that of finding a better "fit" for each child when planning an instructional program. The role of teachers becomes increasingly complex. The best fit for each child worked with must be found.

If schools improved the academic performance of at-risk students beginning in the early years and continuing through the elementary grades, this improvement would have multiple positive effects on student dropout, delinquency and other behaviors. Early improvement of poor academic performance could

greatly alleviate multiple aspects of the overall problem.

According to Pigott, Fantuzzo and Clement, (1986) peer tutoring is an effective and economical classroom strategy for improving academic performance. There is a growing body of literature; indicating that this strategy may be particularly beneficial for underachieving children, (Gerber and Kauffman, 1980), (Greenwood and Hops, 1981).

One important component for successful peer tutoring programs is a thorough tutor training procedure. (Pierce, Stahlbrand, and Armstrong, 1984). Recently a training program based on an outcomes-based instruction approach was designed and implemented in an elementary school. The training focused on ten specific skills, with much review and practice. The program consisted of 10 days of training (approximately 30 minutes each day) with emphasis on the necessary academic skills and also pertinent social skills.

A study conducted by Greenfield and McNeil (1987) investigated the effects of an intensive tutor training component in a peer tutoring program. The subjects were 21 children (8 boys and 13 girls) attending a homoageneously grouped math class which met every day

for 35 minutes. These students were a mixture from the five second grades in the school and comprised the "low average" math class. All but one student scored below the 40 percentile on the Comprehensive Test of Basic Skills in math and were eligible for Chapter I program. The peer tutoring program was implemented by the Chapter I teacher in cooperation with the regular classroom teacher. Results suggest the program's effectiveness in increasing the speed and accuracy of responses on written speed tests of addition facts. Results further indicated that this intensive 10 day peer tutor training component was described as a key element in the success of a peer tutoring program in mathematics for 21 low-achieving second graders.

Another study conducted by Hendrickson (1981), revealed the effectiveness of using a nontraditional peer tutoring format --same age, similar skill arrangement--were investigated for two school terms on a county wide basis with 2,386 significantly underachieving students in grades 1 through 9 in the curricular areas of reading and mathematics. Certified teachers and paraprofessional aides served as program supervisors and implementors. Results indicated that the same age, similiar skill tutoring format is a

suitable approach for working with low performing students. During both years of the program's implementation, student achievement reached an average of one and one-half times the nationally expected gain score. Students supervised by paraprofessionals and professionals did equally well. Success was traced to a number of factors, including individual attention, personal content, and immediate and frequent feedback.

The term "peer tutoring" was created for the individualized tutoring of one pupil by another. Peer tutoring is in progress when a child teaches a school-related subject to another child. The child who tutors is frequently older than the child being tutored. Sometimes the children are the same age. Occasionally, if the child being tutored, or the tutee, is in a special class, a young child may act as tutor.

Tutors need not be the best students. A child may be selected as a tutor because he or she is a learning disabled child who has competency in one basic subject area or more. Given the opportunity to help a younger or a "slower" child with an academic or a special skill; a learning disabled child may feel a sense of success as he exhibits skill in the area he is teaching. Schools where such programs are in effect

have reported increased academic and social competence for both the tutor and the child being tutored. Consequently, the child who needs and receives help might be the child who is tutoring, the child who is tutored, or both children.

The side effects of peer tutoring are, in most instances, positive. Perhaps the greatest benefits result from the emotional and the psychological experiences of the participants. The prestige gained when a problem child teaches is frequently incalculable. With the prestige comes the opportunity for the child to model teacher-approved, socially appropriate behavior. The child feels worthwhile and is likely to have increased confidence that he or she can perform a job well. This new confidence may well add to the child's sense of adequacy and subsequently, have a positive influence on the child's behavior in the classroom.

The child who is being tutored also profits from peer tutoring. The child is receiving help from a child who is older or more knowledgeable. In most cases, the child is more relaxed with a peer tutor than with the teacher.

In general, researchers have found an increase in academic achievement when peer tutoring is used at both the elementary and secondary levels. In addition, research conducted in both urban and rural settings on achievement in social studies, language arts, math, science, and reading found that student achievement increased. Although academic achievement has been positive, more important are factors or conditions that researchers believe contribute to the positive results. Many studies conclude that group goals and individual accountability are two basic elements in cooperative learning that tribute to student self concept and achievement. When students understand that their individual contributions are necessary to achieve the group goal, the motivation to achieve is strong. (Hilke, 1990).

According to Johnson and Johnson (1989) significant gains were reported in student achievement as a result of cooperative learning. They have published 43 studies over the past 12 years. Their studies, using control groups, were carried out in primary through college level classes in a variety of subject areas. They also have conducted surveys and laboratory studies and found

gains in academic achievement for all age levels in a variety of subject areas.

Although more research has been done at the elementary level, Newmann and Thompson (1987) summarized research on the effects of cooperative learning at the secondary level. They identified 27 reports that met their methodological criteria for matching control and experimental (cooperative learning) groups. The 27 reports yielded 37 comparisons of control and experimental (cooperative learning) methods. Of these, 25 (68%) favored the experimental method for overall academic achievement at the .05 level of significance.

Newmann and Thompson pointed out the cooperative learning approaches may be less acceptable to secondary students. Students at this age are less responsive to rewards and other forms of recognition. They may be under pressure to cover large amounts of material and therefore expect their teachers to give them a lot of information through lectures. Often their previous school experiences have taught them to value individual achievement and to be competitive.

The research showed that cooperative learning can have a positive effect on self-esteem. According to

the ASCD Research Information Service (1981) p.59, "Cooperative learning methods are aimed at reducing student isolation and perceived hostile climates that exist in highly competitive classrooms and at increasing students ability to interact and work with other students toward common goals". Eliminating the highly competitive environment and replacing it with a supportive one gives students a feeling that they can achieve. When peers help each other learn, lower-ability students feel there is a chance to succeed. When they experience success, they feel confident about their academic abilities.

Some studies supported positive gains in achievement while others found no specific increase in achievement as a result of tutoring. Bierman and Furman (1981) supported these findings and also indicated that the reasons for success or failure of any one program are unclear.

According to Webb, (1987) research has shown that students and teachers can benefit from structured in-school helping relationship in which peers assume formal roles as tutors. For the student in need of academic help, peer tutoring programs provide an opportunity to learn in a more non-threatening

environment than the classroom. Immediate feedback and clarification of information is possible. For the student tutor, these programs reinforce their own knowledge, build their self-esteem, and develop a sense of responsibility. The experience may result in improved attitudes for both the tutor and the learner, and can also foster cross-cultural and interracial awareness. The use of peer tutors in the classroom can make teachers more flexible and enable them to better target their efforts toward individual students.

Bloom (1984) reported the advantages associated with tutoring. He and his associates found, after a series of studies, that the average tutored student out performed 90 percent of the students in the control group. In addition, student attitudes and interests were positively influenced by the tutoring process.

Other studies suggested that instructional time may not be fully utilized because students found it necessary to wait in order to have a question answered or receive clarification of instructions. Hiebert (1980) reported that peer tutoring, which enabled students to draw upon one another's expertise, may be a solution to this kind of problem. Increased time on task through the use of this technique improved grades.

Many instructional tasks could be carried out as peer-directed activities. Opportunities to assume increased responsibility for their own learning and that of others served as motivational factors for students. Thus, peer-tutoring helped students to become more self-directed. (Land, 1984)

Walberg (1984) indicated that personalized and adaptive instruction, such as tutoring increased learning. Burke (1983) also supported the use of tutoring.

Gains in achievement by the tutees have been the focal point of many studies related to tutorial programs. More recent studies have been concerned with improvements in achievement for both the tutor and tutee. (Land, 1984). According to Land (1984), in addition to other benefits associated with a tutorial program, both the tutors and the tutees seem to have developed more positive attitudes toward school and toward themselves. Although most programs were designed to help the tutee, the tutor may have received greater benefits than the tutee in some programs.

Price and Dequine (1982) studied a program in which low-achieving students served as tutors in a reading class for non-English speaking students. As a

result of this experience, the tutors experienced significant gains in self-esteem, basic reading skill, and vocabulary.

Cohen and Kulik (1981) reviewed and summarized 65 studies related to tutoring. Eight of the studies dealt with the attitude of tutees toward subject matter they had been taught. In all eight of the studies, student attitudes toward the subject matter were more positive in classrooms with a tutorial program. Five of the studies investigated the effects of tutor attitudes toward the subject matter they were teaching. In four of these studies, attitudes were more positive for the tutors.

Land, as cited by Lazerson (1980) conducted a study which examined gains in self-concept and improvement in behavior for sixty students. Both aggressive and withdrawn children were selected for the study and paired with other students with similar problems. At the end of the five week experiment, almost all active participants showed higher gains than the control group in the self-concepts and made greater behavioral improvements. In addition, there was an increased interest in school and in the learning process. A study by Atherley (1989) agreed that peer-

tutoring is an under-utilized but valuable teaching strategy.

A study reported an in-depth analysis of teachers' reactions to an instructional change program to implement peer tutoring in three elementary schools. (Sharan and Hertg-Lazarowitz, 1982). Teachers expressed more positive attitudes toward their work following participation in the project: they perceived their schools as having a more positive climate, and they expressed less need to control their student's behavior at all times.

Slavin (1987) stated in areas other than achievement, there is even broader consensus about the effect on intergroup relations. When students of different racial or ethnic backgrounds work together toward a common goal, they gain in liking and respect for one another. Peer tutoring also improves the social acceptance of mainstreamed academically handicapped students by their classmates as well as increasing friendships among students in general.

Other outcomes seen in many studies of peer tutoring includes gains in self-esteem, liking of school and of the subject being studied, time-on- task and attendance. Studies by Sharan and colleagues

(1984) have shown that extended experiences with peer tutoring can increase the ability to work effectively with others.

In every area of research there are debates about what the research means. Peer tutoring, a topic studied by many researchers from different research traditions, is certainly no exception. However, after nearly two decades of research and scores of studies, a considerable degree of consensus has emerged. According to Slavin (1985) there is agreement that at least in elementary and middle/junior high schools and with basic skills objectives cooperative methods that incorporate group goals and individual agreement that these methods have positive effects on a wide array of effective outcomes, such as intergroup relations, acceptance of mainstreamed students, and self-esteem.

Bossert (1989) suggested research must be continued to test the limits of peer tutoring, to broaden our understanding of why and how peer tutoring produces its various effects. Yet what we know already is more than enough to justify expanded use of peer tutoring as a form of individualized instruction as a routine and central feature of instruction.

Because achievement is the outcome of primary interest to schools, almost all the studies of cooperative learning have measured it.

In general, cooperative learning has been quite effective in increasing student achievement. There are at present 36 field experimental studies of cooperative learning, in which cooperative learning methods were compared to control groups for periods of at least 2 weeks, more commonly 8 to 16 weeks. Of these, 32 measured student achievement. Twenty-one found significantly greater achievement in the cooperative method groups than in the control groups, 10 found no difference, and 1 found a slight advantage for the control group. The grade levels of these studies varied from three to twelve, subject areas from mathematics to language arts to social studies to reading, and settings from urban to suburban to rural. (Slavin, 1980).

As Shevin and Schniedewind (1990) have stated, cooperative learning is being marketed as one of the patent medicines of the '80s and '90s - good for whatever ails the schools. It is the answer to everything from mainstreaming to classroom management,

from motivating students to raising standardized scores.

For these reasons, the writer's strategy involves using peer tutoring as a form of individualized instruction for these at risk students. Peer tutoring will be used to improve the quantity of work submitted, to show greater increase in self-esteem, and to enhance academic awareness on the students' part through working with positive role models.

As the result of the concerns brought forth by the teachers, administrators and the parents, this problem has been brought to the attention of the members of this school's Child Study Team. Commitments were made to help assist in using specific strategies and techniques for working with the target students. Peer tutoring occurred daily for a period of twelve weeks, for 30 minutes each day.

A pre-test was administered by the writer to eight second and third graders. Daily and weekly monitoring was done by the writer. At the end of twelve weeks a post-test was administered.

CHAPTER III

METHOD

Having established a need for peer tutoring as a form of individualized instruction in a regular classroom and verifying programs, successes, the writer provided a plan for implementation into an elementary setting, second and third graders. There were eight students involved in the program. The writer felt that if she incorporates the use of peer tutoring in the classroom as a means to help at risk students, success would occur and the other third grade teachers would use this technique to meet the individual needs of students.

During the twelve weeks of implementation, the second and third grade students worked under the supervision of peer tutors designed to increase the quantity of academic output. Evidence was kept on a daily basis on each individual student participant throughout the duration of the implementation. The school's Primary Education Specialist was available as a resource person during the project implementation. The monitoring was under the direct supervision of the writer.

The writer held a pre-observation conference: a contact between the writer and observer regarding the purpose of the specific observation would result. During the conference, a discussion of peer tutoring program took place. Following the observation would be a review and interpretation of collected data by writer and observer.

An action plan was devised at this point to discuss strategies, resources, time frames and evaluation procedures to follow.

Week I: The writer selected older students and younger students for tutoring sessions in reading. After the selection was made, the writer conducted a tutoring training program.

The first day of the training began with the first training objective: Develop an understanding of the peer teaching concept and become aware of opportunities to help and teach each other. A poster was displayed on the blackboard with this objective, and the students enjoyed learning the meaning of and using "adult words" in the discussion. The writer explained to students the importance of the skill and demonstrated through role-playing how one goes about helping other students in the class learn.

The second day of the training began with a review of Skill 1. Objectives 2, and 3 were then introduced: Establish rapport with the tutee; Develop sensitivity to the feelings of others. The writer demonstrated again through role-playing how one goes about establishing rapport with his/her partner. Students were then asked to choose a partner and practice getting acquainted. During this activity, the writer helped monitor and guide students as necessary. At the end of the session, the group discussed "praise" and "put-downs," brainstorming about specific phrases for each. These were listed on a poster which was displayed in the room. The writer demonstrated how to praise and how to correct. The students asked many questions throughout the demonstration.

The third day of the training began with a review of Skills 1 - 3. Posters for Objectives 4, 5 and 6 were then put up, and the training began for these skills: Develop positive relationship with the students you are helping. Understand the need to build self-image of other students; become familiar with the procedures and mechanics of peer teaching programs; acquire specific skills in teaching methods; and understand the concepts of objectives, skills

activities mastery. Role-play a one-on-one peer teaching session. To start, the writer played the role of the peer teacher and selected a student to play the role of the learning student. On a set of cards were a mix up of "right" and "wrong" verbal and non-verbal transactions. The students were asked to raise left hand for right, and right hand for wrong methods used. During the last 10 minutes, the group were given a discussion on all of these points: Be able to begin sessions without interrupting the teacher, give the younger students a friendly greeting, explain the planned activities for each session and let them know you care.

Day four of the training began with a review of previous skills. Objective 7 was put up, and training began for this skill: Develop a consistent reward system. Students talked openly about rewards they had received and how it felt to be rewarded. The writer explained the reward system for peer tutoring, which involves students posting stickers on the student's award chart hanging in the room, at the end of the tutoring session, depending on whether they fulfilled the requirements.

Day five began with a review of skills 1 - 7. Students were eager to practice skills 2 and 3. Students were chosen to role-play with the writer and then with other students in front of the class to insure that the procedures were followed properly. As the session ended, there was much excitement among the students.

Week II: The first two days of week II, the writer supplied a variety of tutoring materials other than standard textbooks including learning games. The last three days of week II the writer divided the class into four groups and met with each group separately while the rest of the students were occupied in some other manner.

Week III: A pre-test was administered from the Basal Reading Magazine test for the target group the first three days. On Thursday and Friday of that week the writer and tutors provided for remediation in deficient skill areas.

Week IV: Drill each other with flash cards, word lists, textbooks, workbooks or ditto sheets. Listen to each other read, and played learning games in pairs or small groups.

Week V: Find answers together to questions that require research skills. Arrangement for students who have mastered certain skills to take turns being the "teacher" to a group of three or more students.

Week VI: Working in matched pairs on daily assignments, (Oral Reading). Partners in each pair take turns in reading the story aloud to each other. Each child reads alternate pages. In this way 50 percent of the group is actively involved at all times.

Week VII: Students were working in matched pairs for vocabulary-building activity. On cards a list of vocabulary words taken from the basal reader. Words were selected for each card so that they could be classified under two or three topics, such as words that tell What People Do, Things Found in the House, Living Things, Things that Cannot Move, etc. The students were to write the words in lists under the given headings. The words were correctly listed on the back of the cards so that the tutors could check their work immediately.

Week VIII: Students were using materials from the Reading-Thinking Skill duplicating masters, to get practice in applying critical thinking skills to reading activities. The writer used the students

instructional reading levels as a guide in planning learning packages. The packages were assembled, stapled together, and given to the children to keep in their reading folders. The tutors had a key that was made for the packages and that was kept in a reading accessible box for use by the tutors to check activities sheets for errors.

Week IX: Other commercial materials were used with the target group was the workbook. Some pages from an easy reading workbook were used for practice exercises in subskill areas of reading. The writer gathered copies from reading workbooks at all levels, pre-primer through 3.2, from five basal reading series. These workbooks were disassembled by tutors and each page studied to determine the specific subskill being practiced.

As the writer held conferences with each pupil and tutor, she was able to identify subskill areas which need strengthening.

Week X: These subskills were to be reviewed and remediated with the target group as they work in matched pairs. The tutors were to reinforce these skills through games, at the game table, that was part of the learning center. At the end of week ten, the

target group worked independently through learning materials and worked on follow-up assignments based on prior day's work.

Week XI: Week eleven was a final review, practice and application week. The writer and tutors closely monitored the practice exercises of the target group.

Week XII: The final post-test was administered the first three days. The post test was the identical instrument which was used as a pre-test in week three. On Thursday and Friday the group had a "Team-Game-Tournament." Students were divided into teams of four for practice, coaching, and then tournament play covering material on any subject.

CHAPTER IV

Results

Upon culmination of the twelve week implementation program a structured tutoring program was successfully used with eight low-achieving students. Students in grade 2 and 3 were tutored by able fifth graders who were trained and supervised by an adult. The evaluation of the success of the proposed objectives were attained in answer to the following questions:

1. Did 80 percent of the students in the target group demonstrate 80 percent mastery on the Basal Reading Magazine test administered as a pre and post test?

This objective was met. A mastery level in this county's reading program is a score of 80 percent or above. The 80 percent level was used for this study, to remain compatible with the county's program. The same test used as a pre test was used as a post test (Appendix C). A pre test showed scores ranging from 40 percent to 70 percent on the skills tested. On the same test, following the implementation, 95 percent of the target group scored 100 percent on the same test (Appendix D).

2. Did the members of the target group complete at least ninety percent of all required assignments?

This objective was successfully achieved. The checklist was used weekly to determine if all assignments were completed or not completed (Appendix A). In using individual checklist, the writer was able to determine that 90 percent to 100 percent of all required asignments were being completed. This evaluation device provided feedback on progress, determined the degree of understanding of skills, used to involve the students in self-evaluation and discussion of the assigned work.

3. Did 80 percent of the target group demonstrate more positive attitudes toward learning and homework as evidenced by student survey, and the test results improved by an average of one letter grade?

This objective was also achieved. The Attitude Survey Questionnaire initially revealed negativism and insecurity. The instrument measured attitude, either positive or negative (Appendix B). In a post survey, all members of the target group exhibited a more comfortable feeling toward learning and homework as the program moved forward. In talking with teachers of the target group, they were very pleased to let this writer

know that the grades of these students had improved. The enthusiasm that was generated by these students during this study made the effort worthwhile.

In addition to effects on achievement, positive intergroup relations, and self-esteem, positive effects of peer tutoring have been found on a variety of other important educational outcomes. These include liking of school, development of peer norms in favor of doing well academically, and having a positive effect on student's time on task.

The program was manageable with regard to scheduling and space. The pre-planning of materials, the students' productions, and cooperation from other teachers were very vital to the success of the program. The writer was convinced that there is nothing which helps a child feel good about himself or herself more than a sense of accomplishment. Provide the child with many opportunities to achieve success and the child will have many opportunities to experience pride and self-satisfaction.

Finally, peer tutoring is a technique strongly recommended by the writer, to increase motivation, self-esteem and academic achievement within the students.

CHAPTER V

Recommendation

The intention of this writer is to encourage the faculty and staff of this school to participate in some inservice training workshops pertaining to the initiating of a peer tutoring program. A special effort will be made to set up a training program where this can be accomplished. Special inservice classes will be scheduled and made available to the school with the help of the administrators at this setting.

The writer and observer will work with the entire third grade team to share strategies and successes of the peer tutoring program. Following the third grade teachers' incorporation of this program, the instructional leader will then guide the fourth grade teachers into the use of peer tutoring in the classroom for the at risk students to further improve their students' attitudes toward learning.

Following a cooperative effort in the third and fourth grade classes the program would be implemented in other grades with the help of the Primary Education Specialist to share with other teachers some strategies

and techniques that have been found to be effective in working with at risk students in a regular classroom.

This plan could easily be expanded to include all elementary schools. The writer will discuss with the administrators at this setting the possibility of instituting and encouraging a professional in-service program geared to helping the faculty and staff change attitudes and at the same time introduce the strategies and techniques that have shown to be effective in reaching the at risk students in a regular classroom at other schools. The writer knows that providing a professional growth program is essential; for the single most important factor in the education of the at risk students is the attitude of the school staff.

The writer will encourage the administrators to set up funds for consultants and for released time for training sessions throughout the year geared to help faculty. The staff will be encouraged to change their attitudes through professional in-service programs and visits to observe peer tutoring in action in other schools. The administrators will further be encouraged to take an active role in promoting the use of peer tutoring, so more teachers can acquire the strategies and more can use them regularly.

In conclusion, higher achievement, increased acceptance of differences, improved attitudes toward school, and enhanced self-esteem are valuable goals for all children. Educators need to promote the continued use of peer tutoring in the classroom to insure these students the proper techniques in order to experience success in school.

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Appendices

Appendix A

Checklist

The teacher used this checklist to date and check required assignments that were completed and not completed for members of the target group.

Date	Assignments	Completed	Not completed

Appendix B

Attitude Survey

Circle the answer that best describes how you feel.

1. I feel very good about learning and doing homework.

   Always Sometimes Never

2. My teacher makes learning and homework interesting and enjoyable.

   Always Sometimes Never

3. I take pride in doing my homework.

   Always Sometimes Never

4. I feel good about the teacher and other students that help me at school.

   Always Sometimes Never

5. I do my homework immediately after school hours.

   Always Sometimes Never

6. My teacher motivates me to want to learn all I can learn.

   Always Sometimes Never

7. Homework is one way to help me learn more in the classroom and outside the classroom.

   Always Sometimes Never

8. I understand all homework assignments given to me.

   Always Sometimes Never

9. I think that homework is a good way to extend my learning in the classroom.

   Always Sometimes Never

10. Learning all I can in the classroom and doing all homework assigned to me will help me develop self discipline and self responsibility.

    Always Sometimes Never

Appendix C
Tests of Basic Reading Skills

Student's Name _____

Level _____ Teacher _____

School _____ City _____ State _____

TESTS OF BASIC READING SKILLS

TEST ONE
Magazine 1
Date(s) Given:
_____
_____

Sub-test	Page(s)	Skill	Skill Number	Guide Unit	Criterion Score	Student's Score
A	3	Recognizing High-Frequency Words	—	—	12	
B	4-5	Understanding Cause-Effect Relationships	CA7•1,2	1	4	
C	6	Short *a* Sound	D1•7l	2	4	
D	7	Long *a* Sound	D1•7l	3	4	
E	8-9	Noting Correct Sequence	CA3•3	5	4	
F	10-11	Doubling Consonant Before Endings *ed, ing*	D1•7j	6	4	
G	11-12	Sound Associations for *y*	D1•7l	7	4	
H	13-14	Dropping Final *e* Before Endings *ed, ing*	D1•7j	8	4	

TEST TWO
Magazine 2
Date(s) Given:
_____
_____

A	15	Recognizing High-Frequency Words	—	—	12	
B	16-17	Sound Associations for *oo*	D1•7m	9	4	
C	17-18	Compound Words	D1•7o	10	4	
D	19-20	Ending *er*	D1•7g	11	4	
E	21-22	Predicting Outcomes	CA6•2	11	4	
F	23	Short *e* Sound	D1•7l	12	4	
G	24	Long *e* Sound	D1•7l	13	4	
H	25-26	Sound Associations for *ai, ay*	D1•7m	15	4	
I	27-29	Drawing Conclusions	CA5•2	16	4	

TEST THREE
Magazine 3
Date(s) Given.
_____
_____

A	30	Recognizing High-Frequency Words	—	—	12	
B	31	Short *i* Sound	D1•7l	17	4	
C	32	Long *i* Sound	D1•7l	18	4	
D	33-34	Multi-Meaning Words	C1•1c	19	4	
E	35	Getting the Main Idea	CA4•2	20	4	
F	38	Short and Long *a, e,* and *i* Sounds	D1•7l	21	4	

Appendix D

Test Results

Students	Total Score Pre - Test	Total Score Post - Test	%Gain
1	68%	100%	+32
2	50%	98%	+48
3	40%	100%	+60
4	64%	100%	+36
5	40%	100%	+60
6	60%	95%	+35
7	70%	100%	+30
8	68%	100%	+32
Means	46.00	79.30	33.30